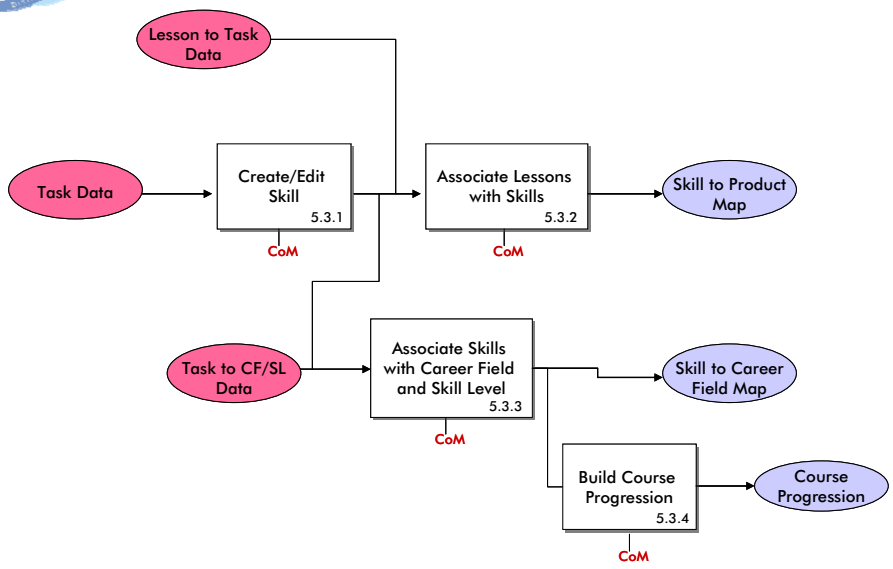
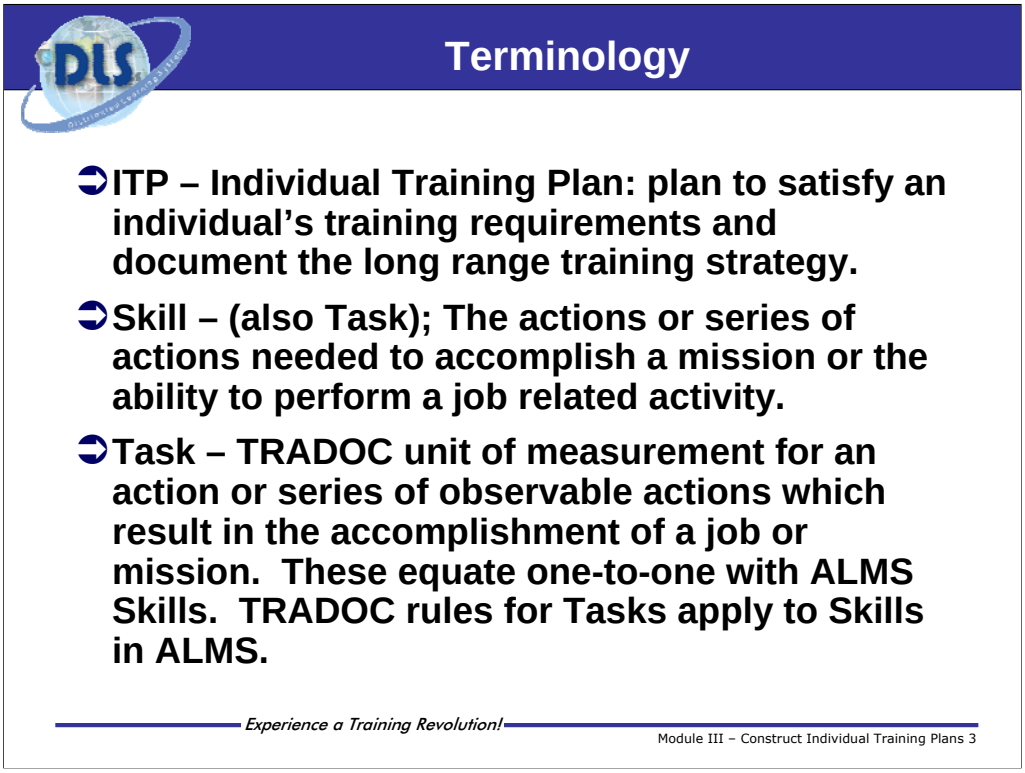
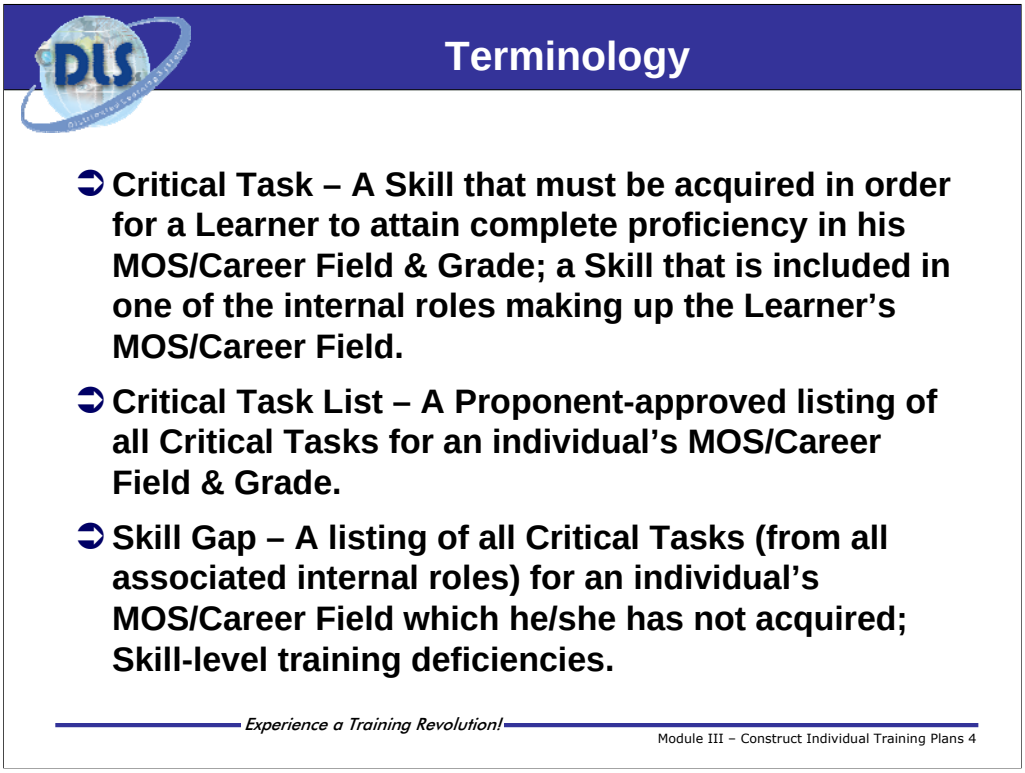
PEO EIS
DLS
Distributed Learning System
Construct Individual Training Plans (ITP)
Office of the Project Manager, Distributed Learning System
Experience a Training Revolution!

5.3 - Construct ITP





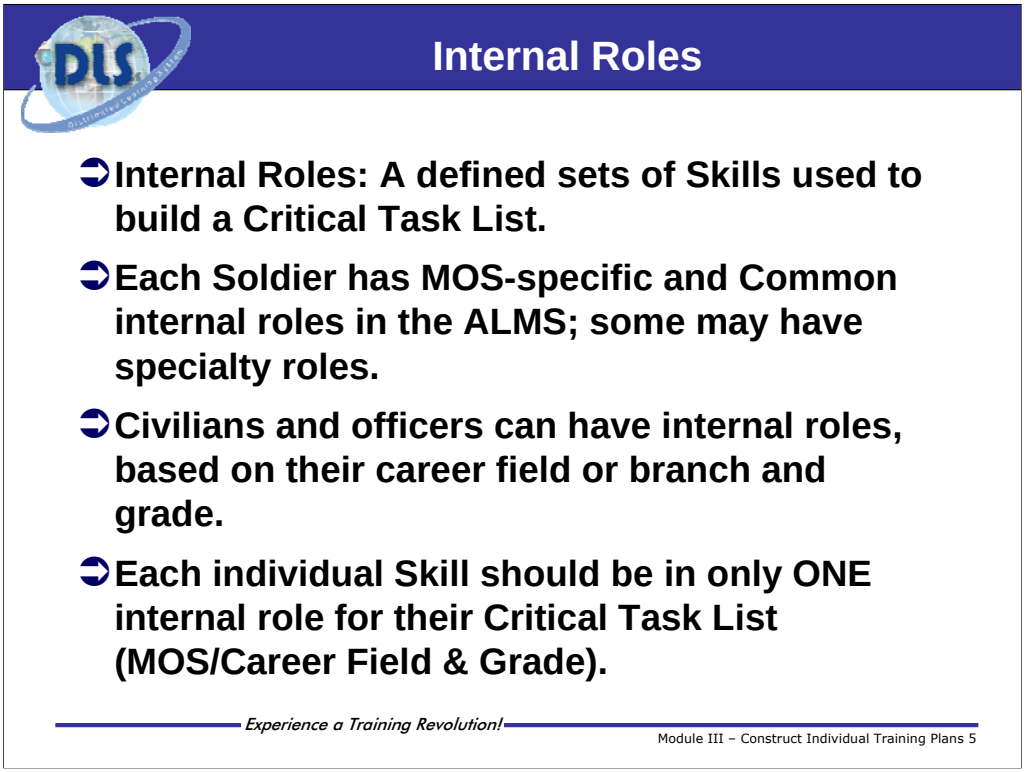
[Trainer reads aloud the bullets and asks for questions.]



1st bullet: Learner's can acquire any number of individual Skills which are not Critical Tasks. This happens as a result of taking and completing Lessons/Products which have those Skills associated with them.

2nd bullet: The CTL for an MOS and grade is not necessarily the same as can be found in the POI for the MOS-producing Course. The POI may contain nice-to-know or non-MOS specific Lessons (with associated Skills) and may omit from the POI Critical Tasks for an MOS/Grade due to a variety of reasons. The soldier is typically expected to acquire those Skills at his follow-on unit assignment.

3rd bullet: Skill gap analysis is the ALMS-supported process of examining an individual's Skill gap with the intent of identifying the specific training Product (Course/Lesson) that trains the Skills listed in the Skill gap (training deficiencies).



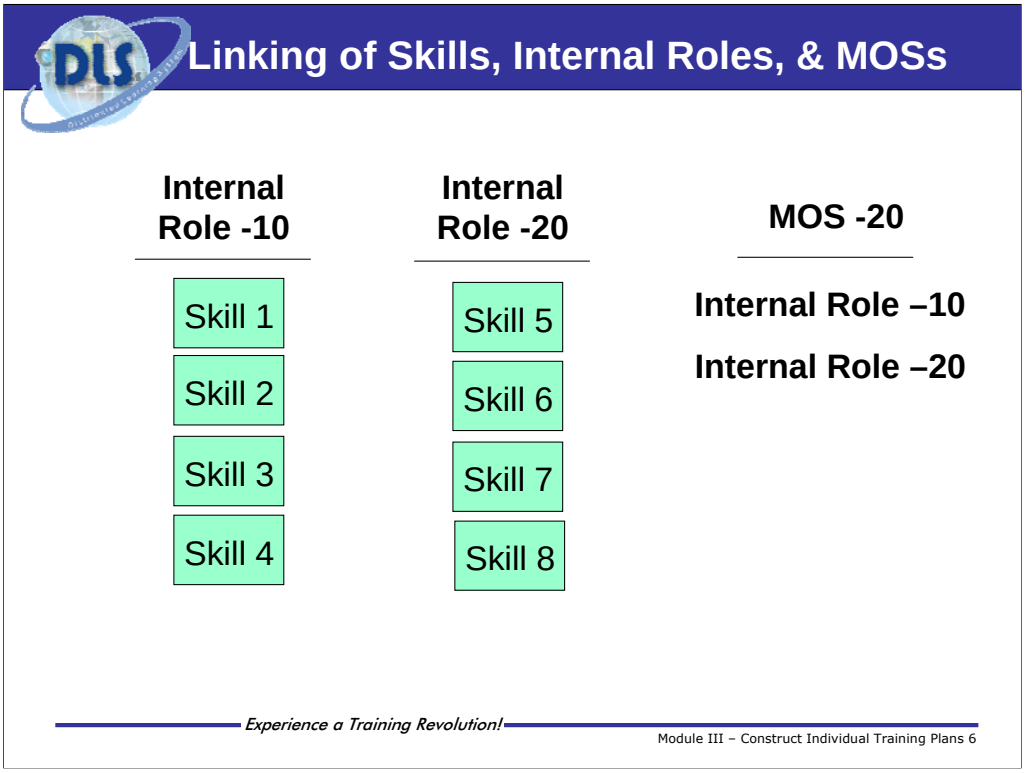
Internal Role

1st bullet: An internal role is a collection of related Skills (Ex: JR NCO ARTY Skills, Belgian linguist, master gunner, combat lifesaver).

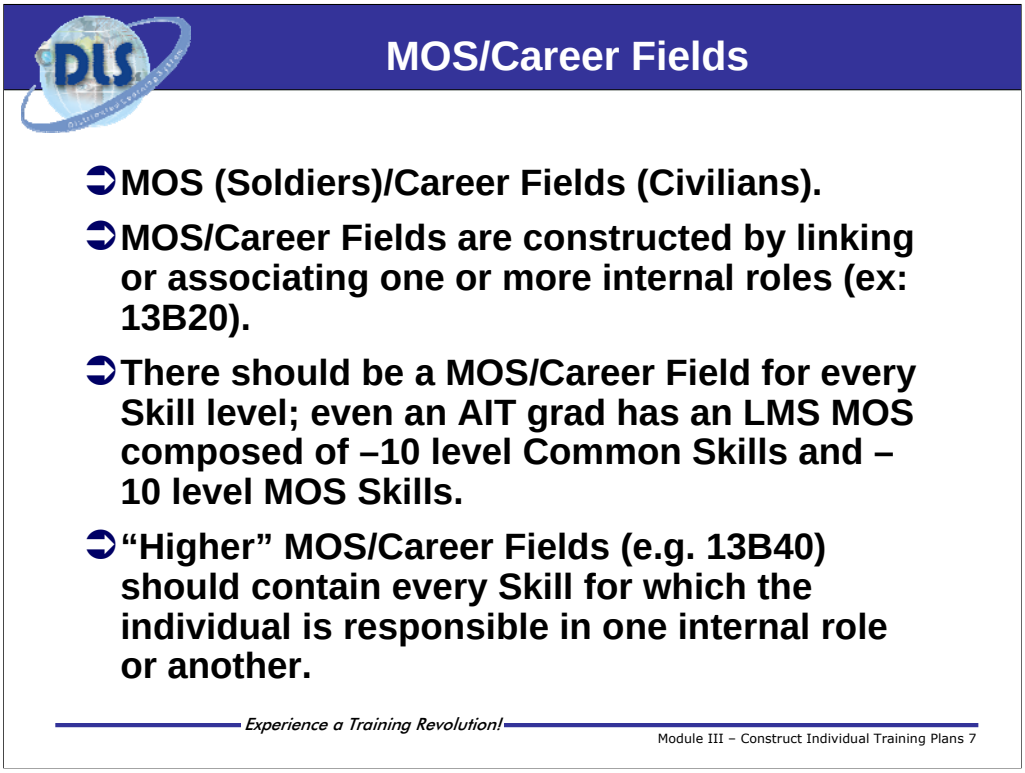
2nd bullet: (ex: an AIT grad has his 10-level MOS Skills and his 10-level "Common Task" Skills in two internal roles.

3rd bullet: Ex: A Signal Officer's internal roles are based on Signal (25) Branch and Rank.

4th bullet: As a soldier progresses through his MOS-based career field, he acquires the Skills associated with internal roles once, usually in conjunction with taking a military course, such as BNCOC. The CTL is the sum of all the Skills contained within the internal roles making up their MOS/Career Field. When possible, CoMs should avoid duplication of Skills across more than one internal role on the MOS/Career Field CTL to prevent clutter.

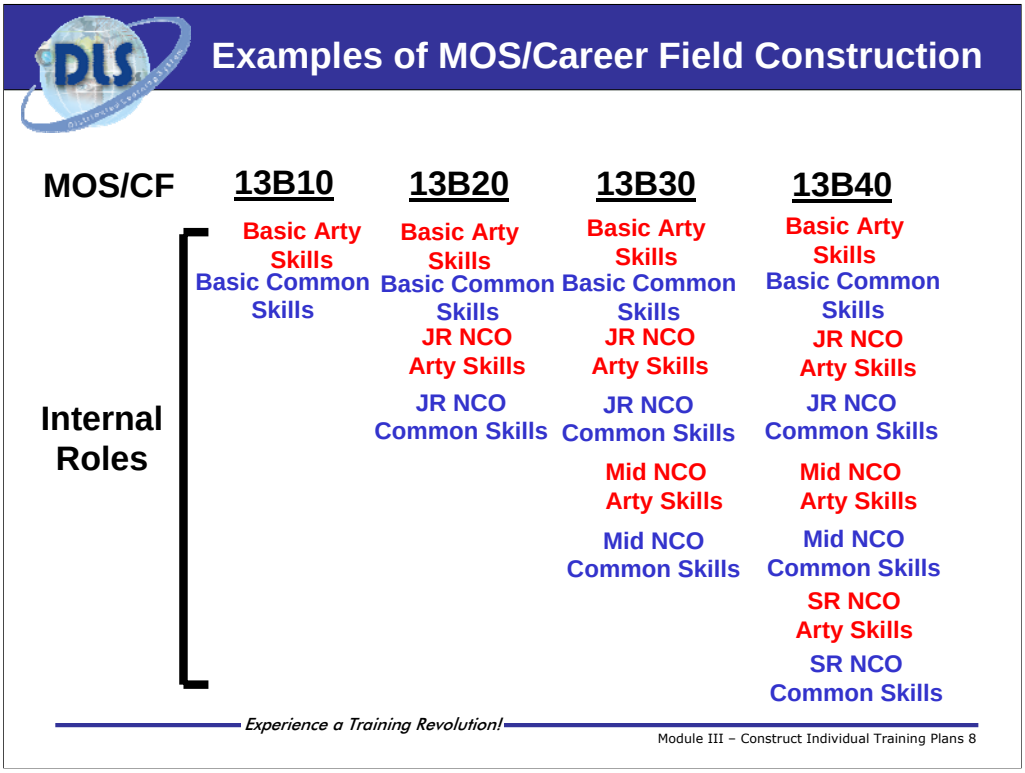


Internal roles are collections of related Skills. Internal roles along a career path should be progressive. That is, those Skills included in the –10 level internal role in this example are not repeated individually in the –20 level role Skill list. Rather, the –10 level internal role is included in its entirety along with new Skills which are unique to the –20 level internal role. An MOS/Career field is composed of the sum of the internal roles needed to attain that particular level in the Army.



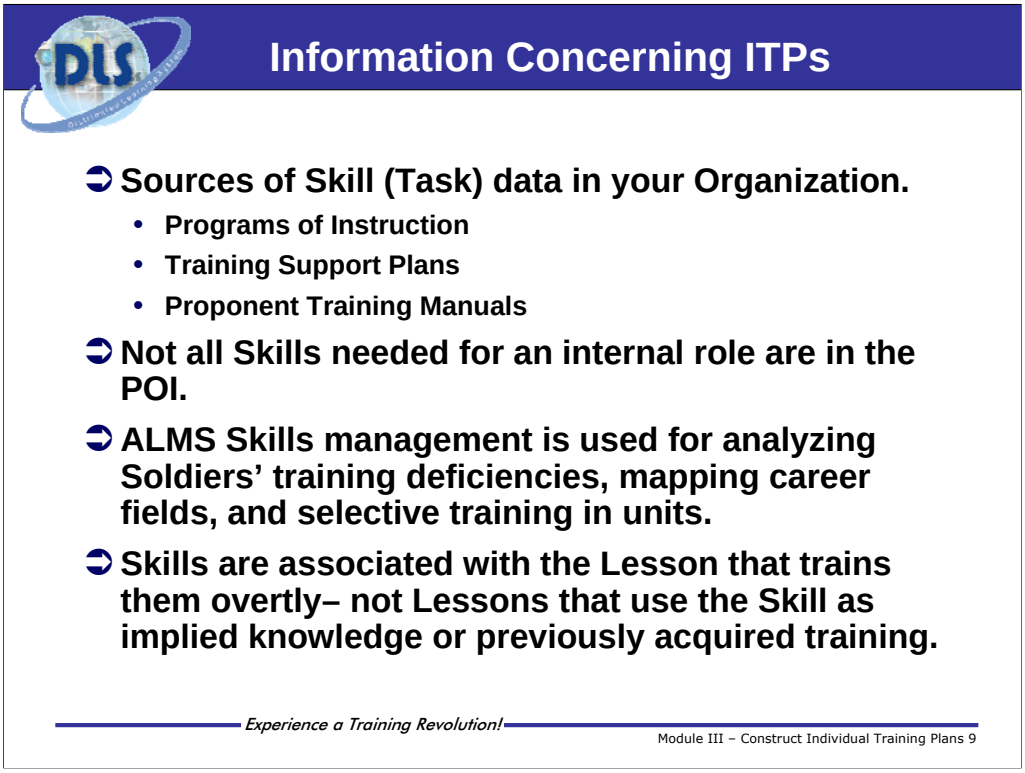
Career Field

Associating internal roles to career fields example: A gunnery sergeant (12B40) has several internal roles. He has all of his MOS related roles based on his time in the Army and schooling (13B10, -20, -30, -40) and he has an internal role for each level of Common Task corresponding with his rank (Common Skills-10, -20, -30, -40). In the LMS, the CoM constructing each internal role from Skills and links these internal roles to this career field. The soldier acquires the roles as he completes the Army school that teaches that grouping of skills.



In the ALMS, the MOS (soldier) and Career field (civilian) are built by grouping and adding internal roles. As the individual becomes more senior in his MOS/CF, more internal roles are added. There is generally one level of common Skills for each level of branch related or functional Skills.

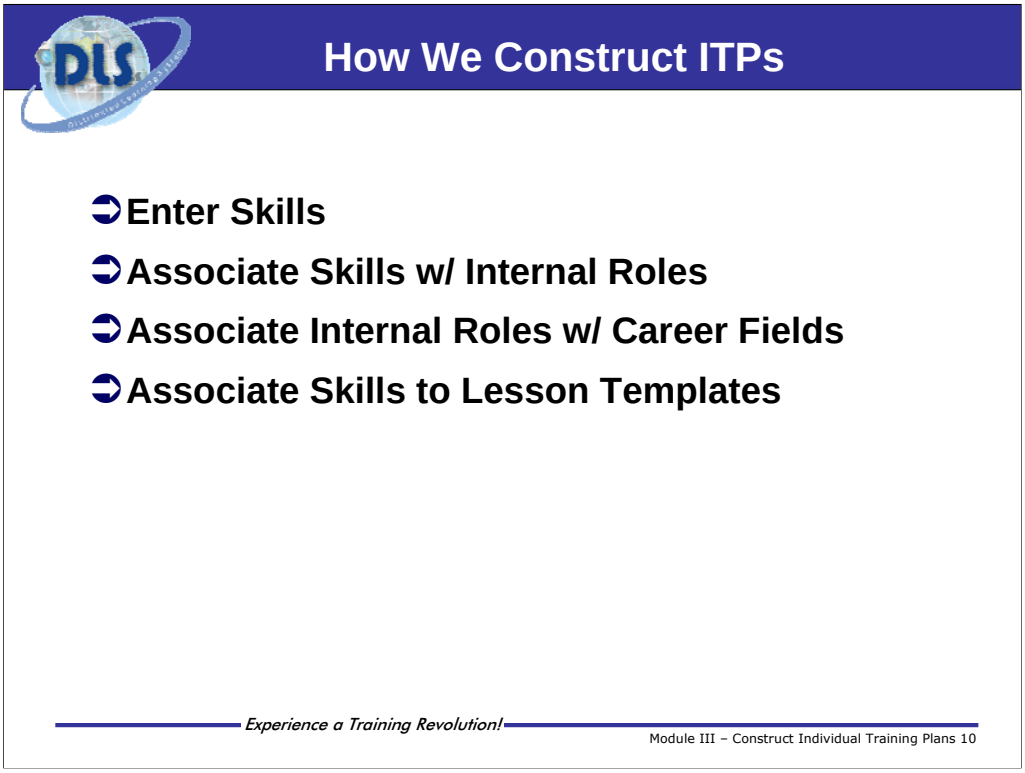
In this example, a Basic Artilleryman at the "10 level" or a grad from 13B AIT has two sets of internal roles- those for his basic artillery Skills and those for common soldier Skills at the "10 level." As he progresses and gains rank, he becomes responsible for two new sets at the 20 level, at the 30 level and so on. A senior artilleryman would have eight sets of internal roles, each containing numerous individual Skills.



2nd bullet: CoMs should understand that their POI may not cover all the Skills.

3rd bullet: The ALMS provides an unprecedented ability for the small unit leader or supervisor to know exactly what Skills his subordinates have and what Skills they require. He only has to access his subordinate's training record and look. From that, he can tailor training specifically to address those deficiencies by scheduling unit-based training using the specific training Product that teaches the required Skill or Skills.

4th bullet: When associating Skills to Lessons, CoMs should make the association with the Lesson that directly trains that skill. Follow on Lessons may use that Skill in order to accomplish another task, but it is Lesson in which the Skill is first acquired that the association should be made. (Example: CoM associates basic map reading Skills with Land Navigation Lessons, not with more complex tasks that require map reading).



These are the basic steps to Managing Skills in the ALMS,

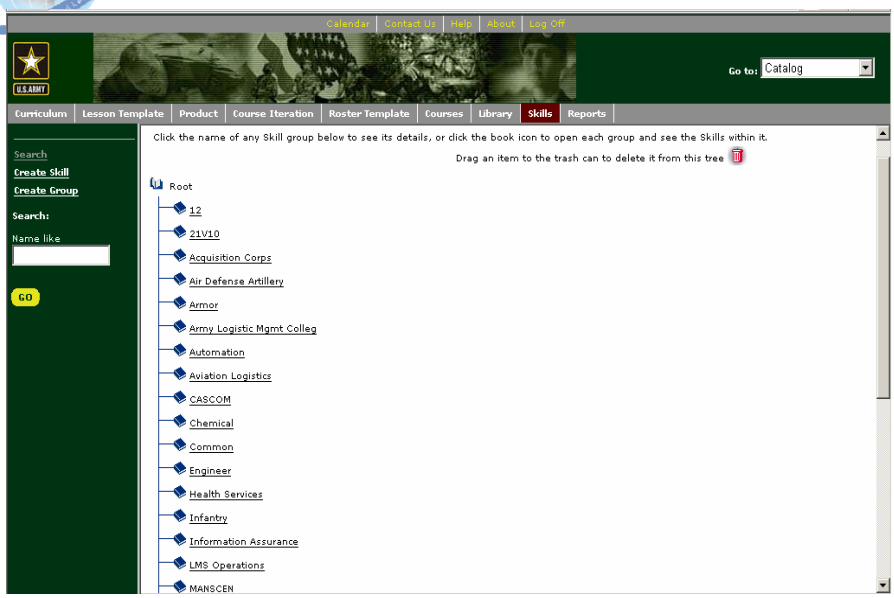
The ALMS provides Details screens with fields to guide CoMs in entering this data into the system.

Construct Content Vignette

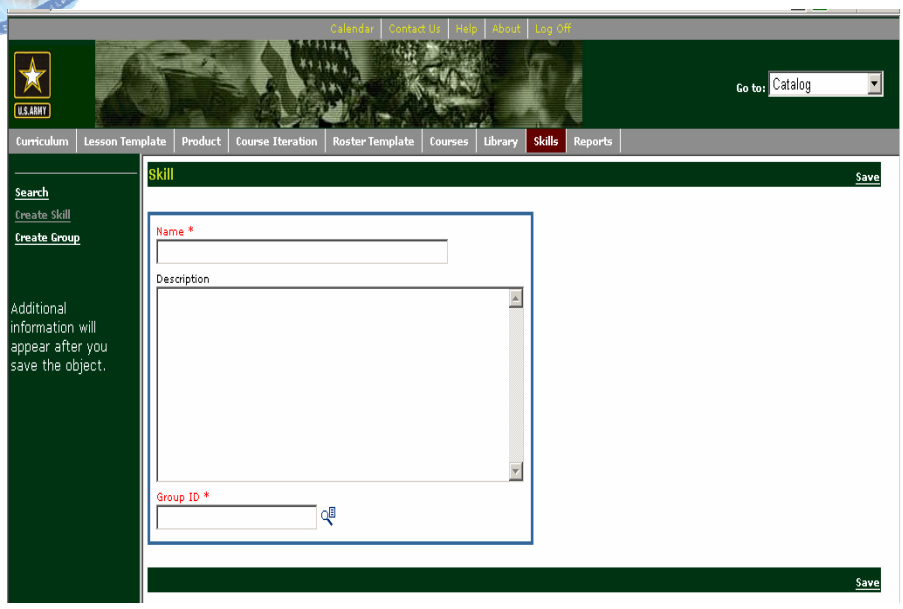
Show Me Version

- **"Course Manager Manage Skills" Show Me**

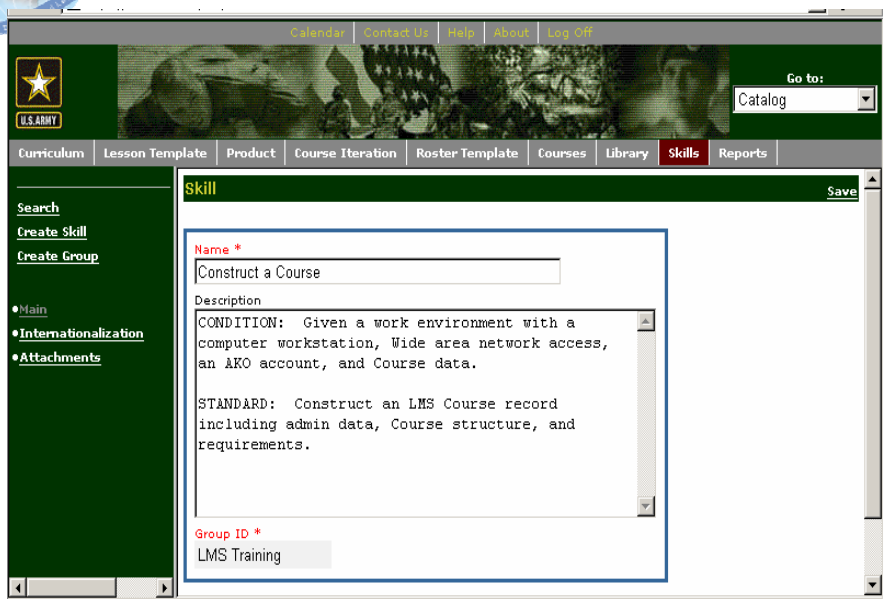
Skills Root Directory



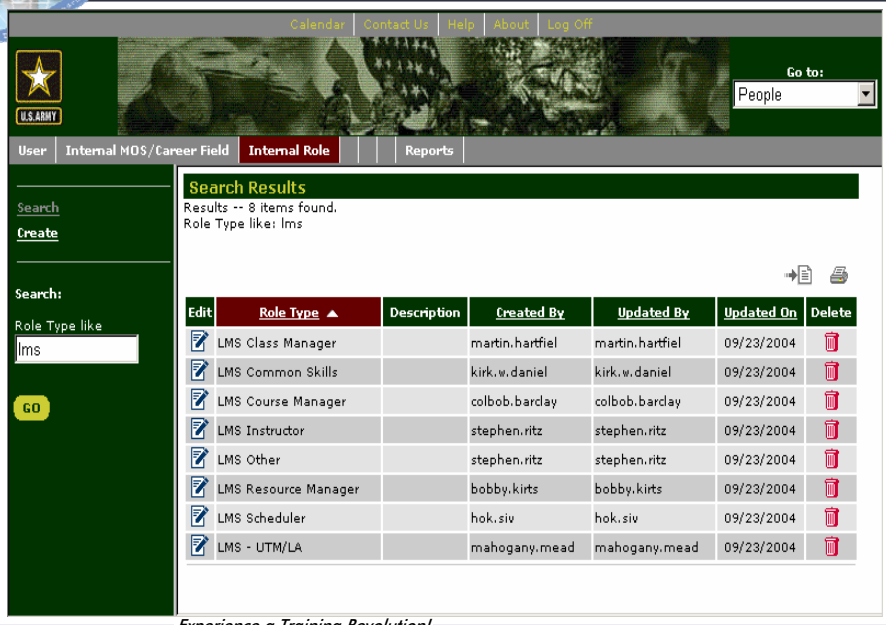
Skill Detail Screen



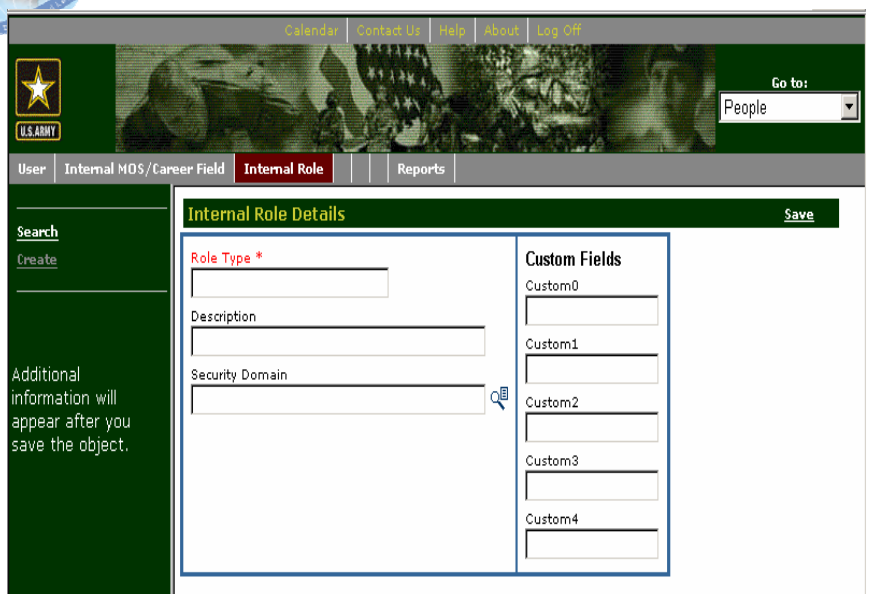
Skill Detail Screen – Filled Out



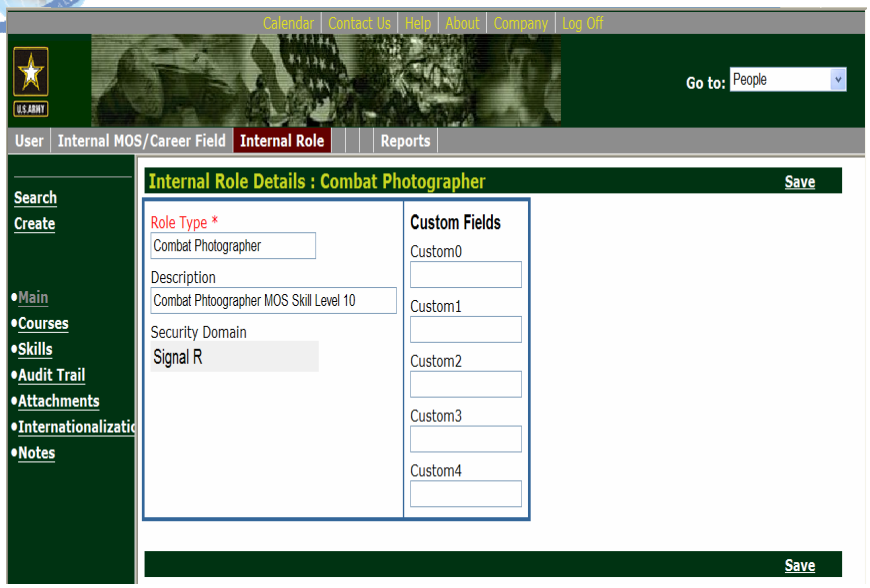
Internal Roles Search Results



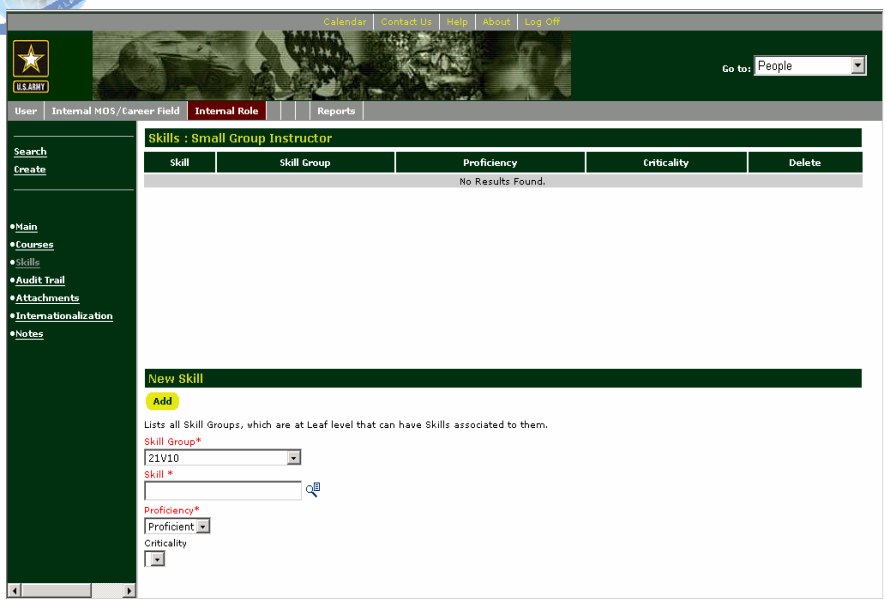
Internal Roles Details Screen



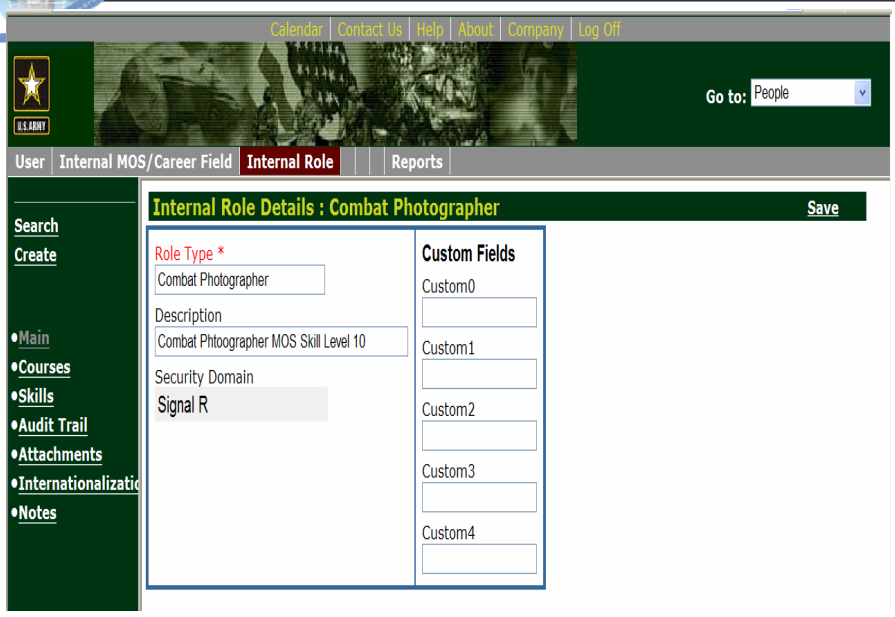
Internal Roles Details Screen – Filled Out



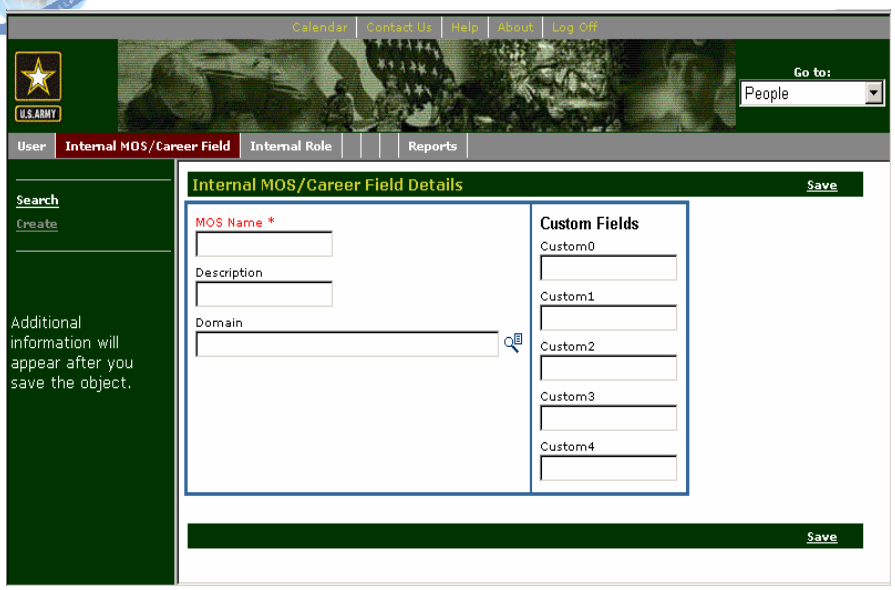
Adding/Viewing Skills in Internal Roles



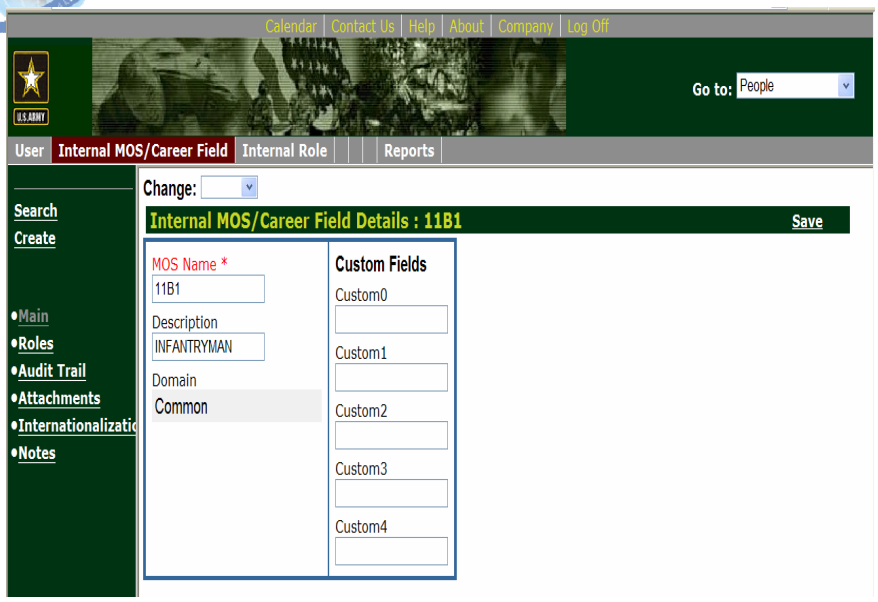
Internal Role Detail Screen – Filled Out



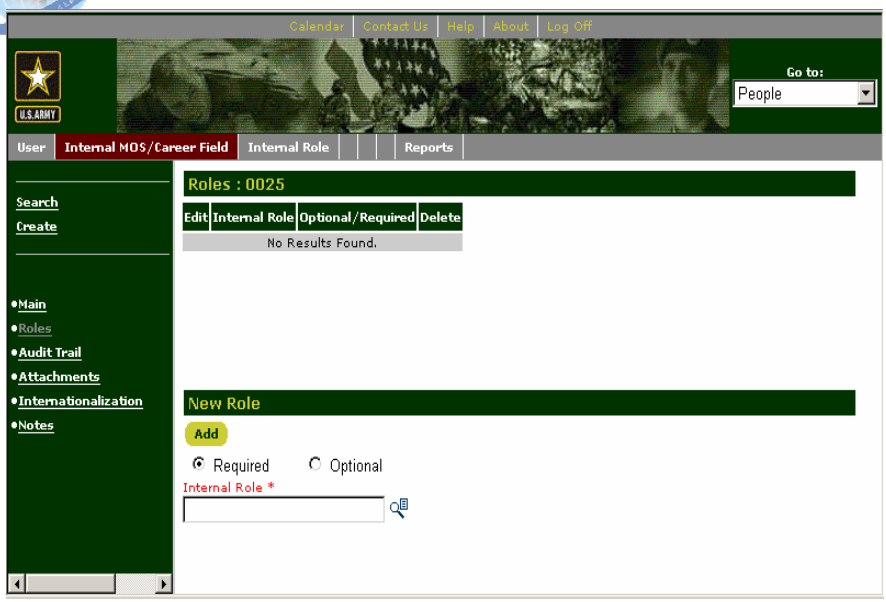
MOS/Career Details Screen



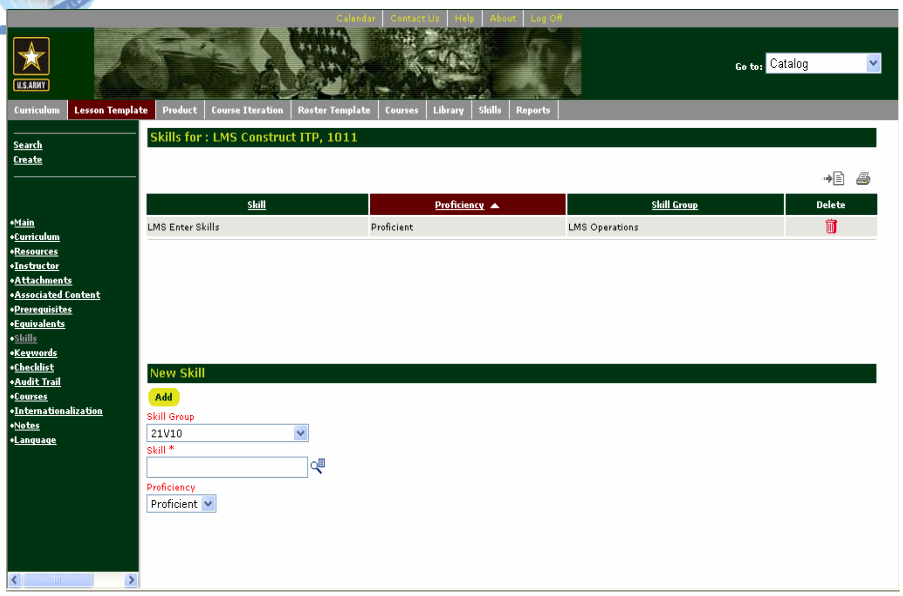
MOS/Career Details Screen – Filled Out



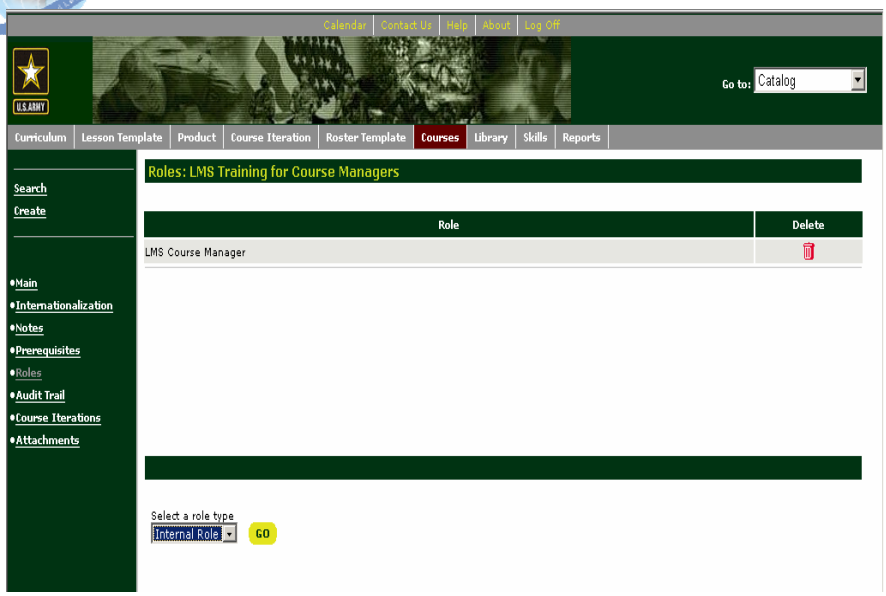
Roles Link from MOS/CF Details Screen



Skill to Lesson Template Association

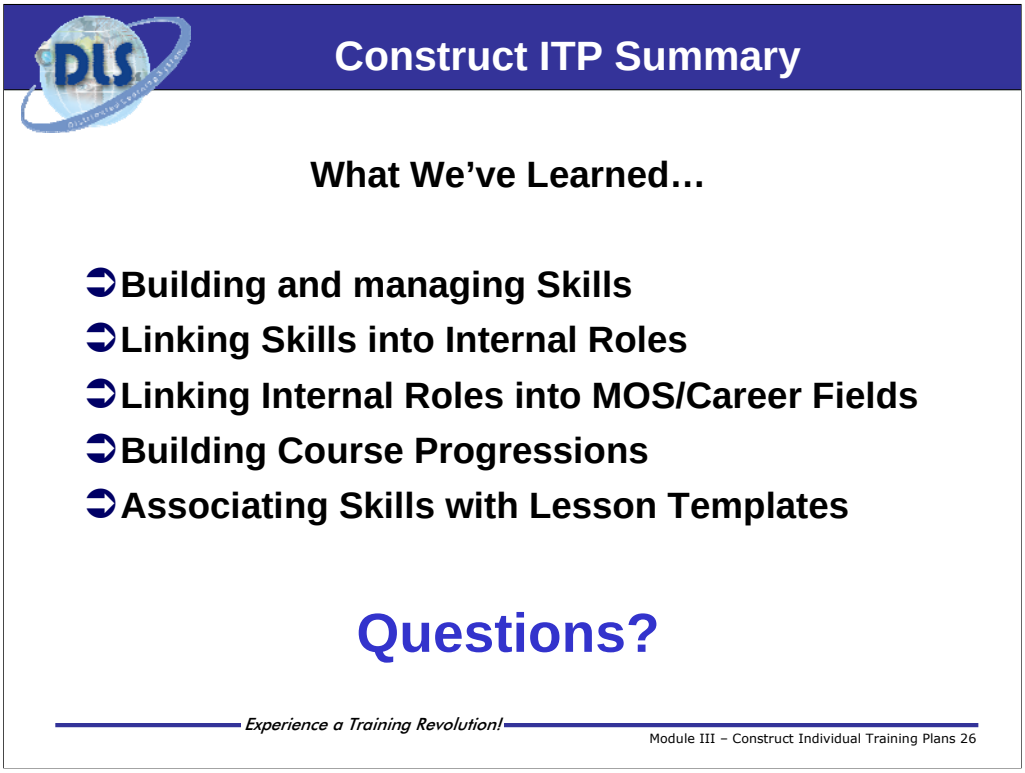


Associating Internal Roles with Courses



Construct ITP PE

- **Course Manager PE # 7**
  - Create Skills and MOS
- **ALMS Training Database is located at:**
  http://training.lms.army.mil



- We just demonstrated how a CoM Constructs an ITP in the ALMS.

Example of an ITP in the ALMS:

ITP= 1. MOS/Career Field 25U40
2. Internal Role BN Signal Chief / PSG
3. Required Skill (Course) Tactical Signal Chief (ANCOC)

- Are there any questions pertaining to constructing an ITP?